

A STUDY OF AN INDIVIDUALIZED READING  
PROGRAM EMPLOYED WITH  
A CLASS OF CHILDREN EXPERIENCING READING DIFFICULTIES

AN ABSTRACT OF  
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This thesis is concerned with a study undertaken to determine the effectiveness of an individualized reading program, employed with a class of children experiencing reading difficulty.

The first chapter deals initially with a discussion of the need for such a study, and the factors which influenced the writer's thinking. The selection of a program which appeared best suited to the needs of the particular class involved in the study, and the features of the individualized program which led to its selection, are discussed. A definition of individualized reading and the basic principles upon which such a program is predicated, follows. A summary of the previously mentioned points is presented in conclusion.

Chapter two presents a sampling of current writings in the field of individualized reading. The diversity of reactions to this form of reading instruction, is illustrated in a discussion of the views of the advocates and the critics of the individualized program. The areas of conflict, which are a part of the controversy arising from the search for a superior reading program, emerge in connection with this discussion.

In chapter three, classroom structure, materials employed, and the teaching techniques which comprised the program, are set forth in relating the procedures employed in this particular application of the individualized reading program. In connection with materials employed, two appendixes follow the main body of the thesis, providing a sampling of materials and a listing of children's books used as reading matter in the program.

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The fourth chapter deals with an evaluation of the program through observation as well as standardized tests administered during the school year.

Conclusions drawn as a result of this evaluation consist of procedures which will be continued, and those which will be modified in the future.

In summary, a discussion is presented concerning the implications for future use of the program with similar classes, in the light of the benefits derived by the children involved in the study.